

## **TIME FOR PLAN B**

### **Revised for Scottsdale Youth Sports**

### **(By Paul A. Bernardo)**

How do you keep a team from running up the score in a youth sports game? Is a score of 42-6 in a youth flag football game or 54-16 in a youth basketball game really necessary? The main goals of any youth sports program should be fun and participation. Do scores like this sound like much fun to you?

In the Scottsdale Youth Sports program, we've developed an attitude and philosophy with our staff known as "Plan B." This concept helps to minimize games, which are embarrassing "blowouts." Plan B is a preventative strategy that a team will use during a game in which they have a substantial lead. It is a practiced technique, which becomes part of their game plan.

What is Plan B? Actually, it is very simple. Those of us who have been involved in youth sports at one time or another, have been involved in a "blowout." When we have encountered this situation, we tend to ad-lib and do our best to keep the score down. Unfortunately, there are still coaches around who do nothing about it. They use these inflated scores to boost their egos and gain notoriety for "what a great team" they have. Greatness achieved this way has no place in youth sports. Plan B takes all the ad-libs and puts them in a package at the beginning of each season.

For all sports, Plan B stresses the following:

1. It gives more playing time to the kids who do not get much under normal circumstances. The "starters" should get minimal playing time. There have been games in our program where the starters do not even play during the final quarter.
2. It gives players the opportunity to try new positions. Let the center try out the point guard position. You might be surprised what kids can do when given a chance.
3. Let the clock run and shorten the time of each quarter/half to make the game quicker. Use common sense - we're not talking about cutting a 10 minute quarter to 5 minutes. Two minutes off a quarter will not be noticeable to the players, but will help in the long run. Make sure that officials meet with the coaches to discuss any changes they are making in the timing of the game.

### BASKETBALL

1. Team must pass the ball at least 5 times on their half of the court before taking a shot.
2. **All** shots will be from outside the key.
3. **No fast breaks.**
4. Play a loose zone on defense, **no man-to-man.**
5. **No pressing.**
6. Switch player positions (center to point guard)

Coaches are given this information before their first games. If a blowout situation arises, they will already know what to do. No thinking, no ad-libs. Just plain and simple.

Who enforces Plan B? The unique thing about the concept is that it is enforced by the coaches. They hold each other accountable. Officials are also aware of Plan B and will remind the coaches. It is tough to keep running up the score in our program because of this. During your game, if an official or the opposing coach keeps saying “Plan B,” it’s time for “Plan B.” You better make an effort to do something about it. Also, score sheets are checked each week by the League Coordinator and any blowouts are followed up on.

Is Plan B realistic? The most difficult thing is making sure a team in Plan B does not exploit that fact. Plan B is a hard concept for kids to understand – it is difficult for a team to hold back. The success of Plan B lies with the coaches. They have to take it seriously and convey that attitude to their team. When a coach tells the players to go into Plan B, the team should not be parading around telling everyone that they’re in Plan B. While on the field or court, Plan B should not be obvious (ex: over-acting or dramatizing by the players). A team can usually get by using the general Plan B philosophy (try new positions, sit the starters, etc.).

Will the team who is getting blown out know the other team is in Plan B? How will that make the team feel? Only the coaches know about Plan B. They will tell their team about it only if necessary. After the first few games, coaches will know if they need to make Plan B part of their game plan. For the most part, an average or below average team will never even know what Plan B is.



# **Basketball Practice Ideas**

## **Stretching & Warming Up:**

- Focus on legs emphasizing proper form. Don't bounce.
- Toe touches.
- Right over left, left over right
- Flamingoes, pretzels, butterflies
- Arm circles, elbow jack (arm over head and reach for center of back)
- Push-ups, sit-ups
- Jumping Jacks
- Lap around field or courts
- Sprints
- 5 or 10 reps of each exercise

## **Rules & Procedures for Games:**

- Go through the rules so that they all understand
- Go over sideline expectations
- Explain where the court lines are and what they mean
- Go over your pre-game routine (stretching, select someone to lead if necessary, drills)
- Warm up on court opposite your bench
- Substitution rules
- Jump ball situations
- Free throws - who lines up where and when they can enter the lane, violations

## **Plan B:**

- Design some plays that are set-up for Plan B situations (without the kids realizing that of course) and name them.
  - Zone vs. man-to-man
  - Switch players (guard plays center/forward etc...)
  - 5 passes

## **Drills & Fundamentals:**

- 3-man weave, 4 corners, 3 on 2, 2 on 1
- Player in the middle (line or circle)
- Around the world

## **Lay-Up Skills Drills:**

- Go through step by step
- Stress proper technique and form (hand position, knee bend, follow through, shoulders square)
- Proper hand and feet position
- Mikan drill, jump shots, free throw line lay ups

## **Passing Skill Drills:**

- Chest passing (elbows out at chest level)
- Bounce passing (2 lines facing each other passing back and forth and then 2 lines going down the court passing)
- Overhead passing (same drill as above)
- Step around passing (3 lines with 1 dribbling, 1 defense and 1 receiving pass.)
- Shuffle passing
- Person in the middle: 3 players weave (no dribble)

- 2 person game: 2 lines, one at right of key, the other on baseline. Top person starts with ball, passes to baseline person, then cuts to spot and receives pass for 10-12 foot jump shot.
- Peripheral pass drill: 4 players face each other, throw and receive passes as quickly as possible, without looking directly at receiver. Increase to 2 balls.
- Teach when and how to use each type of pass

#### Dribbling Skill Drills:

- Right/left hand down left/right hand back
- Dribbling ball up & back between legs first in one spot and then up and down the court
- 2 ball dribble at the same time
- On one knee around and between legs. Repeat while standing.
- Bounce and catch (toggle between legs)
- Zig zag and pivots one-on-one full court
- Baseline spin at all corners
- 5 dribbles per hand, cross over to other hand/25 per hand (stationary or moving)
- Full court dribble full speed
- Agility passing ball around waist, between legs, etc.
- One-on-one dribbling drill: while dribbling, 2 players try to steal each other's ball
- Tag drill: one player with ball (dribbling) is it, tries to tag 4 others within half court area

#### Ball Control Skill Drills:

- Head, waist and knees positioning
- Figure 8's (through legs and around waist)
- Spider (dribbling ball between legs touch each hand in front of body and behind)
- Ball drop (holding ball between legs with one hand in front of body and one in back and switching without letting the ball drop)

#### Pressing Drills:

- Explain what pressing is and show an example
- Breaking a press
- Positioning for a press
- Traps
- Transition into lay-ups

#### Offensive Drills:

- Keep your offensive plays simple and name them so that they can remember
- Man-to-man zone
- Rotation (work on where they need to be when the ball moves throughout the key)
- Rebounds (practice throwing the ball against backboard under net and jumping up to catch it running rotating lines)
- Screens/picks (practice moving ball around key having offense set picks in various positions)
- Boxing out
- Stress movement without the ball, rebounding, defensive assignments (who gets 'back'), setting picks, passing, etc.
- Define shooting areas: only lay ups or jump shots within a certain distance etc.
- Teach what a good shot is and what not a good shot is.
- Filling the lanes
- Give and go

#### Defensive Drills:

- Work on using their feet (line up on baseline and practice moving feet up and down in place and then side to side down the court without the balls)
- Man-to-man (run shadowing drills explaining positioning with: basket, baseline and player)
- Zone (stress importance of shifting the 1-3-1, 2-1-2 or 3-2 to balance movement)
- Help (practice team talk = team works together and recognizes when a player is trapped)

- Keeping body between opponent and basket
- Staying low in defensive position
- Rebounding (explain loose ball fouls)
- Outlet (work on where the ball will go in various situations)
- Transition to fast break: stress getting back on defense when opponent gets the ball
- Traps (depends on ability of your players)

#### Shooting Drills:

- Dribble and shoot at various spots
- Catch passes at various spots and shoot
- Shoot from 2 spots: rebound, return and shoot from next spot (10 times)
- Catch pass, dribble to spot and shoot jumper
- Double line lay ups from each end of court
- Reverse lay ups
- Pick up drill: coach rolls ball, player dribbles length of court for lay up
- Mikan drill: each player has to make 10 lay ups quickly on each side of basket

#### Rebounding:

- Blocking out one-on-one
- Coach shoots, players block out and rebound (1, 2 or 3 pairs of players)
- Teach basic rebound, pivot and outlet pass

#### Footwork:

- Defensive sliding: teach footwork, line players up in 2 lines, coach points or blows whistle to change direction of players
- Line drills
- Quick feet drills: running in place and pivoting direction when coach points
- Jumping: jump up and touch net (or try to) 10-20 times

# **Three Weeks of Practice Scheduling Ideas**

## **1<sup>st</sup> Practice:**

- Introduction of coach, team rules, fun season ahead (15 minutes)
- Stretching and proper technique (15 minutes)
- Timing on court and how the clock works with/without the ball (15 minutes), rules
- Dribbling drills (15 minutes), passing drills (15 minutes), shooting drills (15 minutes)

## **2<sup>nd</sup> Practice:**

- Kids get ready, bathroom break, drinks etc & STRETCHING (15 minutes)
- Lay-ups, dribbling & shooting drills (15 minutes)
- Passing drills & lines (15 minutes)
- Defense drills: positioning, slide drills and lines (15 minutes)
- Work on defense (15 minutes)
- Free throws (15 minutes)

## **3<sup>rd</sup> Practice:**

- Kids get ready & STRETCHING (15 minutes) (designate leader for stretching)
- Lay-ups, dribbling & shooting drills, (15 minutes)
- Offensive drills, positions, picks, movement when ball moves (15 minutes)
- Passing drills, fast break, 3 on 2, 2 on 1 drills (30 minutes)
- Free throws and rebounding (15 minutes)

## **4<sup>th</sup> Practice:**

- Kids get ready & STRETCHING (15 minutes)
- Lay-ups, dribbling & shooting drills, extra 'fun' (crazy shots, out of range shots, etc...) (15 minutes)
- Work on offense and "plan B" (30 minutes)
- Work on defense, lines (15 minutes)
- Free throws and rebounding (15 minutes)


## **5<sup>th</sup> Practice:**

- Kids get ready & STRETCHING (15 minutes)
- Lay-ups, dribbling & shooting drills, work on offense (30 minutes)
- Passing drills, fast breaks, pre-game, Plan B plays (30 minutes)
- Free throws (15 minutes)

## **6<sup>th</sup> Practice:**

- Kids get ready & STRETCHING (15 minutes)
- Work on defense, Plan B plays, pre-game (30 minutes)
- Extra 'fun' stuff (crazy shot contest, horse, elimination games) (30 minutes)
- Free throws (15 minutes)

Behavioral Management Policy			Disciplinary Action Log		
Offense	1	2	3	4	5
A: Breaking Playground Rules	Verbal Warning Date: _____ Initials: _____	Contact Parents Date: _____ Initials: _____	Incident Report Parent Meeting/ Behavior Contract Date: _____ Initials: _____	Incident Report Program Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND	Incident Report Extended Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND
B: Breaking Program Rules					
A: Inappropriate Behavior	Verbal Warning Date: _____ Initials: _____	Incident Report Contact Parents Date: _____ Initials: _____	Incident Report Parent Meeting/ Behavior Contract Date: _____ Initials: _____	Incident Report Program Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND	Incident Report Extended Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND
B: Cursing					
C: Inappropriate Language					
A: Disrespect Staff	Verbal Warning Contact Parents Date: _____ Initials: _____	Incident Report Parent Meeting Behavior Contract Date: _____ Initials: _____	Incident Report Program Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND	Incident Report Extended Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND	
B: Endangering Other Participants					
A: Fighting	Incident Report Parent Meeting Behavior Contract Date: _____ Initials: _____	Incident Report Program Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND	Incident Report Extended Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND		
B: Bullying (verbal or physical)					
C: Damage to Program Property					
A: Stealing	Incident Report Parent Meeting Possible Suspension (w/Coord Approval) Date: _____ Initials: _____ NO REFUND	Incident Report Extended Suspension (w/Coord Approval) Meet w/Youth Family Date: _____ Initials: _____ NO REFUND			
B: Intentional Destruction of Program Property					
C: Running away from Program					
A: Drugs, Alcohol, or Weapons	Incident Report Extended Suspension (w/Coord Approval) Date: _____ Initials: _____ NO REFUND				



**CITY OF SCOTTSDALE**  
PARKS AND RECREATION

Please Note: The Program Coordinator/ Manager reserves the right to implement any level of the above disciplinary action based on the nature of the offense.

**Bullying** = Bullying includes a wide variety of behaviors, but all involve a person or a group repeatedly trying to harm someone who is weaker or more vulnerable. It can involve direct attacks (such as hitting, threatening or intimidating, maliciously teasing and taunting, name-calling, making sexual remarks, and stealing or damaging belongings) or more subtle, indirect attacks, such as spreading rumors or encouraging others to reject or exclude someone.

Discipline will be constructive in nature and include techniques such as:

1. Using limits that are fair, consistently applied, appropriate and understandable to your child's level.
2. Providing your child with reasons for limits.
3. Giving positively worded directions and redirecting your child to acceptable behavior.
4. Helping your child to constructively express his/her feelings and frustrations to resolve conflict.

*The program staff will not use any type of physical or verbal abuse as a disciplinary measure.*

**I have read and understand the above Behavioral Management Policy and Disciplinary Log. I assume responsibility for ensuring that my child is aware of this policy and the consequences of his/her actions should there be an offense.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Participant Name: \_\_\_\_\_ Age: \_\_\_\_\_



# BASKETBALL CURRICULUM

*On each team, you will have a group of participants with a variety of experience with basketball and team sports, from veteran players of both our league and other leagues, to children with little to no experience.*

*It is our responsibility as coaches and administrators to ensure that each participant leaves our program with a rich experience, having grown in their knowledge and understanding of basketball. For a veteran player, this may involve more advanced concepts, and for a rookie or novice player, it may mean a very basic understanding of the sport.*

***The following is a basic outline of the information you as coaches should be teaching your teams over the 8 week period. It is not expected that each team or player will be able to perform every skill, play or technique included in the information, but more importantly they have a basic understanding of these fundamentals.***

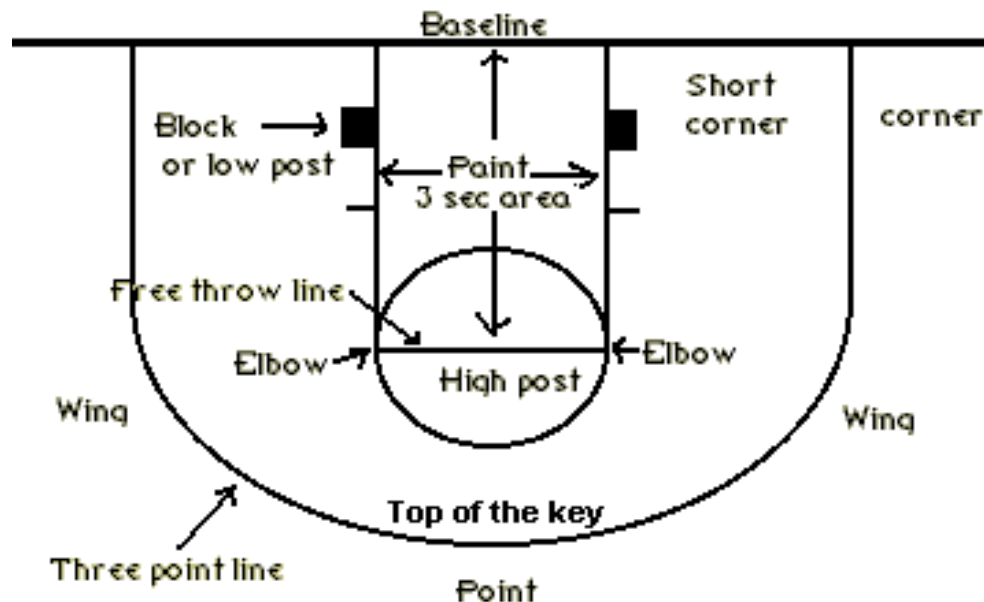
***Please refer to the website listed below, or the wealth of information available both online, or from other coaches.***

*You should determine your success as a coach not strictly in Wins and Losses, but in how the participants develop over the 8 week season you are with them. Use the following information as a benchmark, but do not limit you or your team to this curriculum.*

Adapted from <http://www.coachesclipboard.net/>

*... a basketball coaching web-site and playbook with plays, drills, articles, offenses and defenses, player tips, animated play diagrams, and video clips.*





First, let's look at the "half-court" diagram below to define areas of the floor.

The "paint" is the area inside the lane lines from the baseline to the free-throw line. If your offensive player has a foot on, or inside these lines for 3 seconds or longer, he will be called for the 3-second violation. There is no restriction on the time defensive players can occupy the paint.

"Free throw line", ("charity stripe") is the line you must stand behind when shooting a free-throw.

"Low post" area is the area near the "block" on either side of the lane (or "paint" area), to about half way up the lane toward the free throw line.

"High post" is that area along the free throw line, and both "elbows".

The "point" is out front, and the "wings" on either side. The "top of the key" is above the free-throw circle (many years ago, the lane was not as wide as the free-throw line and circle, and so it looked like a key, or keyhole). The "short corner" is between the corner and the basket, about 12 feet out.

"Ball-side" refers to the side of the floor where the ball is. "Weak-side" is the opposite side away from the ball. Players cutting on the weak-side toward the hoop, are using the "back-door".

"10 second line", or half-court line, is the line down the center of the floor. It divides the "full-court" (entire playing area) into two "half-courts". Your "fore-court" is the half-court with your basket, and the "back-court" is the half-court with the opponent's basket. Once a team gets possession of the ball, it has 10 seconds to get the ball across the half-court line into its fore-court. Once across this line (all three points - the ball and both feet), they may not pass or dribble the ball back across this line, or step on the line (while having possession) or the "over and back" violation occurs. The offense may retrieve the ball without penalty if deflected across by a defensive player.

### **Numbering players, offensive terms - terminology.**

Years ago, numbers were not used. You usually had two "guards" who played the "perimeter" and brought the ball up the floor. The "center" usually played around the high-post area, and the two "forwards", started in the short corner to corner areas, extending out to the wings.

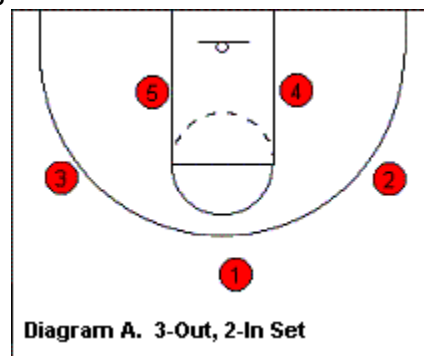
Now, most coaches use a numbering system, as the old definitions often do not apply any more, with players playing in multiple offensive formations. Using a numbering system, makes it easier for coaches and players to understand plays, sets, and know their roles. Different numbering systems

exist and coaches have their own favorite ways of doing this. Here is the numbering system that I use, which I feel is very easy for young players to learn. The diagram below shows a "3-2 set".

The "point guard" is O1. The right "wing" is O2, and the left wing is O3. The right low post is O4, and the left low post is O5. O2 is usually the shooting guard, O3 is the small forward, O4 is the power forward, and O5 is the center or strong post player.

This is easy for young players to learn if you tell them that the even numbers (2 and 4) are on the right side, and the odd numbers (3 and 5) are on the left.

In this set, you have three guards, or "perimeter players", and two "post players", rather than the old definition of two guards, two forwards and a center.



In a "1-3-1 set", you would bring one of the low posts up to the high-post area. In a "1-4 set", you bring both post players up to the elbows ("stack offense"), or you can drop both wings down to the corners ("low stack"). You could use a "4-out, 1-in offense" with four perimeter players and one post player. The "open post offense" (5-out) is yet another.

"Pick and roll" -- a play where an offensive player sets a "screen" ("pick") on a team-mate's defender, thereby freeing up the team-mate, after which the screener moves, or "rolls" off the screen to the hoop, or an open area for the return pass.

"Give and go" -- a very basic play where after passing to a team-mate, the passer quickly cuts toward the basket, and receives the return pass back from his team-mate for the lay-up.

"Reverse the ball" -- this means to quickly move the ball, by passing, to the opposite side of the fore-court, either by a series of quick passes, or by means of a "skip pass" (a pass directly across court, thereby "skipping" one or more offensive players in the succession around the perimeter). You may want to reverse the ball quickly to "over-shift" a zone defense. By moving some of your offensive players to one side of the floor (e.g. against a zone defense), you "over-load" the zone.

"Post up" -- offensive move wherein a low post player positions himself, and "seals" his defender off so that he can receive the pass down low on the block, where he can use a "post move" for a score, or quickly pass the ball back outside to an open team-mate for a three-pointer (going "inside-out").

"Out-of-bounds plays" are used in an attempt to get a quick scoring opportunity when you have to in-bounds the ball (either under your basket, or along the sideline.)

### **Defensive basketball terms**

"Man-to-man defense" -- each defensive player is assigned to guard a specific opposing player. He may "switch" his player with another team-mate if he gets screened. Man-to-man defenders must learn the meaning of "on-ball" (defending the player with the ball), "deny" (preventing your man from getting the ball), and "help-side" (sagging off your man to help your team-mates prevent inside "penetration"). The term "close-out", refers to the method in which a defender quickly slides up to, and contains the ball-handler, or ball-receiver.

A "trap" is set when two defenders double-team the ball-handler, trying to force a turn-over or a jump-ball situation.

"front the low post" -- on defense, this has to do with how you defend the low post player. The defender can stay between him and the basket, or get out in "front" of him between the low post player and the passer, so as to "deny" him the pass.

"box-out" -- what every player should do when a shot goes up... try to block out, or "box-out", the person he is guarding to keep him away from the basket and prevent him from getting "inside position" for the rebound.

"Zone defense" -- each defender, rather than guarding a specific opposing player, is assigned to guard or cover a certain area of the floor, or zone. These man-to-man and zone definitions are very general and broad, as "a good zone looks like a man-to-man, and a good man-to-man looks like a zone", each incorporating certain aspects of each other, for an overall "team defense". Many different zone sets are used, 2-3, 3-2, 1-3-1, 1-2-2, etc. By definition, the term "zone offense" refers to a team's offensive strategy used to defeat a zone defense.

There are various "gimmick" defenses that combine elements of zone defense and man-to-man coverage (e.g. "box and 1", "triangle and 2", etc).

### **Other Important Terminology**

"Transition" is the process of changing from defense to offense, or vice-versa. "Transition offense" is the former, and "transition defense" is the latter. Transition offensive strategy may involve a full-court "fast break", or a "secondary break" wherein the offense attempts to quickly move the ball up the floor in hopes of getting the easy lay-up. Transition defense may be simply getting back down the floor as quickly as possible on defense, or may involve a "full-court press", which can be man-to-man, or a "zone press". Against a full-court press defense, the offense will often use a "press-breaker", a play designed to counteract the full-court press.

"Triple Threat Position" When you receive the ball, immediately get into "triple threat position". This gives you the three options of being ready to shoot, pass, or drive. Additionally, getting into triple-threat position helps you to see the floor, your teammates, gives you a good look into the post, and helps you to see the defense. Receive the ball within your shooting range. If you are too far out, the defender can back off of you, since you are not a threat to score from that distance. Do not catch the ball and then immediately start dribbling, or even worse, bounce the ball once and lose your dribble. You go from being a "triple threat" to no threat at all! You have lost the dribble option; shooting will be difficult with the defender closing in on you, and the passing lanes will be blocked by defenders playing "deny".

Rebounding is one of the most important aspects of winning basketball games. Offensive rebounding gives your team extra chances, and free throw opportunities, and frustrates the defense. Defensive rebounding is a key part of good defense in general, limiting the offense to just one shot. A good thought is "one shot and out". Defensive rebounding combined with a quick outlet pass can be an effective offensive weapon, getting the transition game and fast break going, for a lay-up at the other end. All good rebounders "have an attitude" that every rebound is theirs and are very aggressive on the boards.

The first important aspect of rebounding is getting inside position and "boxing out". The player who gets the inside position usually gets the rebound. The opponent may "reach over" and commit a foul. These "over the back" fouls can be very costly late in a game when teams are in the bonus free throw situation.

Another key is always knowing where the ball is, so as soon as you see the shot being taken you get the inside position, and box out. It can help if teammates communicate and yell "shot!" when the shot goes up.